



MICHIGAN SCHOOL IMPROVEMENT FRAMEWORK

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HOW TO USE THIS FRAMEWORK

The Michigan School Improvement Framework is a comprehensive and cohesive research-based framework developed by educators for educators to be used by all schools and districts to guide continuous school improvement.

The framework is based on a crosswalk of current research that identifies promising practices for continuous school improvement and is aligned with the Federal No Child Left Behind Act of 2001 and Michigan's Public Act 25 of 1990 as amended.

UNDERSTANDING THE FRAMEWORK

The framework is organized in a typical curriculum development layout with strands, standards, and benchmarks. Within the framework, there are five strands or areas of general focus including: Leadership; Teaching & Learning; Personnel & Professional Development; School & Community Relations; and Data & Knowledge Management.

STANDARDS AND BENCHMARKS

The framework contains 12 Standards, or categories of influence, within the five strands. These include: Instructional Leadership; Operational & Resource Management; Distributed Leadership; Curriculum; Instruction; Assessment; Personnel Qualifications; Professional Development; Parent/Family Involvement; Community Involvement; Data Management; and Knowledge Management.

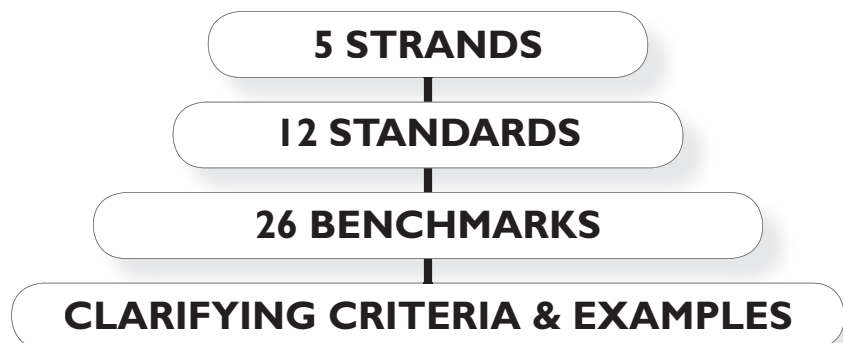
Drilling down into the standards are 26 benchmarks that further define the Standards and will influence Michigan's Education Yes! accreditation performance indicators. Each benchmark also contains helpful clarifying criteria and sample questions districts and schools can use to better understand the framework.

HOW THIS FRAMEWORK WILL HELP YOUR SCHOOL

The Michigan School Improvement Framework provides a general structure schools and districts can use to develop, support, or enhance their school improvement plan based on the individual needs of their school or district. The resulting plan can be used as the basis to guide staff professional development, align curriculum, boost parent and family involvement, and increase student achievement.

In addition, the School Improvement Framework can be used as a self-assessment tool by using its criteria to reveal where a school matches or differs from state-of-the-art school improvement practice. The framework can also be used with a similar school in a peer-assessment exchange leading to mutual problem-solving.

FRAMEWORK HIERARCHY



STRAND I: LEADERSHIP

FRAMEWORK

STRAND I: LEADERSHIP

STANDARD 1: INSTRUCTIONAL LEADERSHIP

BENCHMARK A: EDUCATIONAL PROGRAM

BENCHMARK B: INSTRUCTIONAL SUPPORT BENCHMARK

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: EDUCATIONAL PROGRAM

School leaders are knowledgeable about the school's educational programs and act on this knowledge.

Criteria and Clarifying Examples:

1. Knowledge of Curriculum, Instruction, and Assessment

- How knowledgeable are school leaders about curriculum?
- How knowledgeable are school leaders about instruction?
- How knowledgeable are school leaders about assessment?

2. Knowledge & Use of Data

- In what ways do school leaders demonstrate both their understanding and use of multiple types and sources of data in support of student learning?

3. Technology

- How do school leaders ensure that technology supports curriculum, instruction, and assessment?

4. Knowledge of Student Development & Learning

- How do school leaders consider student developmental stages and adolescent learning theory when making decisions?

5. Knowledge of Adult Learning

- How do school leaders apply adult learning theory?

6. Change Agent

- In what ways do school leaders understand and act on their role as a catalyst for change?

7. Focus on Student Results

- In what ways do school leaders focus on student results to inform curriculum, instruction, and assessment?

BENCHMARK B: INSTRUCTIONAL SUPPORT BENCHMARK

School leaders set expectations, communicate, monitor, support, and make adjustments to enhance instruction.

Criteria and Clarifying Examples:

1. Monitoring

- How do school leaders monitor programs and practices on a regular basis?

2. Coaching & Facilitating

- In what ways do school leaders model, coach, and facilitate best-practices around teaching and learning?

3. Evaluation

- In what ways do staff evaluations include components critical to effective teaching and learning?

4. Clear Expectations

- In what ways do leaders clearly communicate expectations?

5. Collaboration & Communication

- How do school leaders provide opportunities to staff for communicating about teaching and learning?

Strand Navigation:

➤ LEADERSHIP

- TEACHING & LEARNING
- PERSONNEL & PROFESSIONAL DEVELOPMENT
- SCHOOL & COMMUNITY RELATIONS
- DATA & KNOWLEDGE MANAGEMENT

STRAND I: LEADERSHIP

FRAMEWORK

STRAND I: LEADERSHIP

STANDARD 2: OPERATIONAL & RESOURCE MANAGEMENT

BENCHMARK A: RESOURCE ALLOCATION

BENCHMARK B: OPERATIONAL MANAGEMENT

STANDARD 2:

OPERATIONAL & RESOURCE MANAGEMENT

School leaders organize and manage the school to support teaching and learning.

BENCHMARK A: RESOURCE ALLOCATION

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

Criteria and Clarifying Examples:

1. Human Resources

- How do school leaders deploy and support human resources to maximize student learning?

2. Fiscal

- How do school leaders align the allocation of monetary resources to support teaching and learning goals?

3. Equipment and Materials

- How do school leaders align the allocation of equipment and materials to support teaching and learning goals?

4. Time

- How do school leaders allocate time to support teaching and learning goals?

5. Space

- How do school leaders allocate space to support teaching and learning goals?

BENCHMARK B: OPERATIONAL MANAGEMENT

School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

Criteria and Clarifying Examples:

1. State and Federal

- In what ways do school leaders implement state- and federal-level mandates, regulations and rules as they apply to the school?

2. District

- How do school leaders implement local Board policies and district-level procedures as they apply to the school?

3. School

- In what ways do school leaders design, implement, and monitor school-level policies and procedures?
- In what ways does the school meet all required state and federal regulations and building maintenance standards?

Strand Navigation:

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STRAND I: LEADERSHIP

FRAMEWORK

STRAND I: LEADERSHIP

STANDARD 3: DISTRIBUTED LEADERSHIP

BENCHMARK A: SCHOOL CULTURE & CLIMATE

BENCHMARK B: CONTINUOUS IMPROVEMENT

STANDARD 3: DISTRIBUTED LEADERSHIP

School staff have a shared vision and collective responsibility for student learning.

BENCHMARK A: SCHOOL CULTURE & CLIMATE

Staff works to create an environment conducive to effective teaching and learning.

Criteria and Clarifying Examples:

1. Safe and Orderly

- Does a safe and orderly environment exist in the building?

2. Learning Focused

- In what ways does a culture and climate focused on learner outcomes exist in the school?

3. Inclusive & Equitable

- In what ways do all students have equal access to the curriculum and learning opportunities?

4. Collaborative Inquiry

- How do staff engage in dialogue and reflection about teaching and learning?

5. Data-Driven Culture

- How do staff use data to measure the effectiveness of the school and its processes?
- How do staff use data continuously, collaboratively, and effectively to improve teaching and learning? (see V.1.A.1)

6. Collaborative Decision-Making Process

- How do staff engage in making decisions that impact the school community?
- How do staff take ownership for the decisions that are made?

BENCHMARK B: CONTINUOUS IMPROVEMENT

Staff engages in collaborative inquiry focused on continuous improvement.

Criteria and Clarifying Examples:

1. Shared Vision & Mission

- How are the vision and mission of the school clearly articulated to all stakeholders?

2. Results-Focused Plan

- Is there a school-developed, written plan for continuous improvement?
- How do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data? (see V.1.A.1)
- How does the plan meet the requirements of state and federal mandates?

3. Implemented

- How is the plan for improvement implemented and supported by the entire school and community?

4. Monitored

- How is the plan for improvement continuously monitored and adjusted at least annually?

Strand Navigation:

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- TEACHING & LEARNING
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STRAND II: TEACHING & LEARNING

FRAMEWORK

STRAND II: TEACHING & LEARNING

STANDARD 1: CURRICULUM

BENCHMARK A: WRITTEN & ALIGNED

BENCHMARK B: COMMUNICATED

Strand Navigation:

- LEADERSHIP

➤ TEACHING & LEARNING

- PERSONNEL & PROFESSIONAL DEVELOPMENT
- SCHOOL & COMMUNITY RELATIONS
- DATA & KNOWLEDGE MANAGEMENT

STANDARD 1: CURRICULUM

There is a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK A: WRITTEN & ALIGNED

School/district written curriculum is aligned with, and references, the Michigan Curriculum Framework and Content Expectations.

Criteria and Clarifying Examples:

1. Curriculum Document(s)

- In what ways does the school have current written curriculum documentation for the core areas (English Language Arts, Mathematics, Science, Social Studies)?
- In what ways does the school have current written curriculum documentation for all additional subject areas taught?

2. Curriculum Review

- How do you assure the written curriculum is reviewed and revised at least every five years?

3. Michigan Curriculum Framework and Content Expectation Alignment

- How does the school curriculum align with, and reference, the Michigan Curriculum Framework standards and benchmarks?
- How does the school curriculum align with, and reference, the Content Expectations for English Language Arts, Mathematics, Science, Social Studies?

4. Articulated Design

- How do you assure the written curriculum in each content area is vertically aligned across grades?
- How do you assure the written curriculum is horizontally aligned across content at each grade level?

5. Inclusive

- In what ways is the curriculum designed so that all students have access to the general education curriculum?
- In what ways is the curriculum designed in accordance with student developmental/ learning theory?

BENCHMARK B: COMMUNICATED

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

Criteria and Clarifying Examples:

1. Staff

- In what ways is the curriculum clear, concise, and discussed by staff?
- How do teachers know what they are expected to teach in their grade/course?
- How do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment?

2. Students

- How are the curriculum expectations communicated to students in a manner they can understand?

3. Parents

- How are the curriculum expectations communicated to parents in a manner they can understand?

STRAND II: TEACHING & LEARNING

FRAMEWORK

STRAND II: TEACHING & LEARNING

STANDARD 2: INSTRUCTION

BENCHMARK A: PLANNING

BENCHMARK B: DELIVERY

STANDARD 2: INSTRUCTION

The intentional processes and practices used to facilitate student learning.

BENCHMARK A: PLANNING

Processes used to plan instruction.

Criteria and Clarifying Examples:

1. Content Appropriateness

- How are classroom lessons aligned to the school/district's written curriculum?
- How are the planned instructional processes and practices appropriate for the content?

2. Developmental Appropriateness

- How are the planned instructional processes and practices appropriate for the developmental level and needs of the students?
- How are the planned instructional processes and practices engaging for the students?

BENCHMARK B: DELIVERY

Instructional practices used to facilitate student learning.

Criteria and Clarifying Examples:

1. Enacted Curriculum

- How does classroom instruction implement the district/school curricula?

2. Best Practices

- How are research-based instructional practices being used across the curriculum?
- How is instruction differentiated to meet the needs of individual learners?

3. Student Engagement

- How does instructional delivery engage the students?

Strand Navigation:

- LEADERSHIP

➤ TEACHING & LEARNING

- PERSONNEL & PROFESSIONAL DEVELOPMENT
- SCHOOL & COMMUNITY RELATIONS
- DATA & KNOWLEDGE MANAGEMENT

STRAND II: TEACHING & LEARNING

FRAMEWORK

STRAND II: TEACHING & LEARNING

STANDARD 3: ASSESSMENT

BENCHMARK A: ALIGNED TO CURRICULUM & INSTRUCTION

BENCHMARK B: REPORTING & USE OF DATA

STANDARD 3: ASSESSMENT

Systematic gathering of multiple sources of evidence to monitor student learning.

BENCHMARK A: ALIGNED TO CURRICULUM & INSTRUCTION

Assessments are aligned to the school's curricula and instruction.

Criteria and Clarifying Examples:

1. Alignment/Content Validity

- How are assessments aligned with the curricula and instruction (written and enacted)?

2. Consistency/Reliability

- In what ways are assessments reliable? (Are they stable sources of information?)
- How do different sources of information (e.g., tests, rubrics, teachers, and so forth) produce comprehensive and/or comparable results?

3. Multiple Measures

- How are multiple measures used to evaluate student learning (classroom assessments, district assessments, MEAP, student portfolios, behavioral, measures other than achievement, etc.)?
- How are students enrolling in pre-kindergarten through 12th grade assessed?

BENCHMARK B: REPORTING & USE OF DATA

Assessment results are communicated to, and used by, staff, students, and parents.

Criteria and Clarifying Examples:

1. Reporting

- In what ways are assessment results reported to staff in a timely manner and in a form they can use?
- In what ways are assessment results reported to parents in a timely manner and in a form they can use?
- In what ways are assessment results reported to students in a timely manner and in a form they can use?

2. Informs Curriculum and Instruction

- How is data used to determine/improve curriculum and instruction at the building and classroom levels?
- How is data used to determine/improve student learning?

3. Meets Student Needs

- In what ways are assessment results used to identify and assist students who did not do well on the assessments?
- In what ways are students re-assessed on skills they have not previously attained?
- How do students use data and related staff feedback to monitor and improve their own performance?

Strand Navigation:

- LEADERSHIP

➤ TEACHING & LEARNING

- PERSONNEL & PROFESSIONAL DEVELOPMENT
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STRAND III: PERSONNEL & PROFESSIONAL DEVELOPMENT

FRAMEWORK

STRAND III: PERSONNEL & PROFESSIONAL DEVELOPMENT

STANDARD 1: PERSONNEL QUALIFICATIONS

BENCHMARK A: REQUIREMENTS

BENCHMARK B: SKILLS, KNOWLEDGE & DISPOSITIONS

STANDARD 1: PERSONNEL QUALIFICATIONS

Staff qualifications, knowledge, and skills support student learning.

BENCHMARK A: REQUIREMENTS

Staff meet requirements for position held.

Criteria and Clarifying Examples:

1. Certification/Requirements

- How do school leaders assure that all staff hold necessary certification(s) and/or meet applicable requirements?

2. NCLB (Highly Qualified)

- How does impacted staff meet requirements as specified in Federal law?

BENCHMARK B: SKILLS, KNOWLEDGE & DISPOSITIONS

Staff have the professional skills to be effective in their positions.

Criteria and Clarifying Examples:

1. Content Knowledge

- How do school leaders assure staff have substantial content knowledge in their assigned area?

2. Communication

- In what ways does staff communicate effectively with students, parents, and peers?

3. School/Classroom Management

- How does staff establish and use structures to maximize student learning?
- How does staff utilize strategies to maximize student learning?

4. Collaboration

- How does staff collaborate on student learning?

5. Student-Centered

- How does staff put the needs of students first?

6. Instructional Technology

- In what ways does staff possess instructional technology skills?

Strand Navigation:

- LEADERSHIP
- TEACHING & LEARNING

➤ PERSONNEL & PROFESSIONAL DEVELOPMENT

- SCHOOL &
COMMUNITY RELATIONS
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MANAGEMENT

STRAND III: PERSONNEL & PROFESSIONAL DEVELOPMENT

FRAMEWORK

STRAND III:
PERSONNEL & PROFESSIONAL
DEVELOPMENT

STANDARD 2:
PROFESSIONAL
DEVELOPMENT

BENCHMARK A:
COLLABORATION

BENCHMARK B:
CONTENT & PEDAGOGY

BENCHMARK C:
ALIGNMENT

Strand Navigation:

- LEADERSHIP
- TEACHING & LEARNING
- **PERSONNEL & PROFESSIONAL DEVELOPMENT**
- SCHOOL & COMMUNITY RELATIONS
- DATA & KNOWLEDGE MANAGEMENT

STANDARD 2: PROFESSIONAL DEVELOPMENT

BENCHMARK A: COLLABORATION

Professional development is conducted with colleagues across the school on improving practice and the achievement of all students.

Criteria and Clarifying Examples:

1. Staff Participate in Learning Teams

- In what ways does the school have structures in place where teachers/staff work in learning teams?

2. Staff Collaboratively Analyze Student Work

- How do staff work together to adjust instruction based on on-going student performance?

BENCHMARK B: CONTENT & PEDAGOGY

Professional development emphasizes both content and pedagogy of teaching and learning.

Criteria and Clarifying Examples:

1. Uses Best-Practices

- How does professional development use examples of best practice to increase teachers' understanding of how students learn?
- How does professional development use examples of best practice to help teachers better differentiate instruction?

2. Applies Curriculum Content

- In what ways do teachers have deeper content understanding due to professional development?

3. Induction/Mentoring/Coaching

- How are new teachers inducted and supported in a manner that helps them be successful?

BENCHMARK C: ALIGNMENT

Professional development is aligned, job-embedded, and results-driven.

Criteria and Clarifying Examples:

1. Aligned

- How are professional development opportunities provided to meet identified individual/group staff needs?
- How is professional development aligned with the school improvement plan?

2. Job-embedded

- In what ways are professional development opportunities embedded within the regular work day?
- In what ways are professional development opportunities structured to meet adult learning needs?
- How do teachers/staff apply learning from professional development?
- How do colleagues observe one another and provide feedback regarding application of learning?

3. Results-driven

- How do colleagues observe one another and provide feedback regarding application of learning?
- How do student results suggest that professional development has had an impact?

STRAND IV: SCHOOL & COMMUNITY RELATIONS

FRAMEWORK

STRAND IV: SCHOOL & COMMUNITY RELATIONS

STANDARD 1: PARENT/FAMILY INVOLVEMENT

BENCHMARK A: COMMUNICATION

BENCHMARK B: ENGAGEMENT

STANDARD 1: PARENT/FAMILY INVOLVEMENT

Parent/family involvement deals with the extent to which parents and families are supportive of, and are involved in, student learning and other school activities. "Parent" is defined as an adult that carries the primary responsibility for the child's academic, social, and emotional development and well-being.

BENCHMARK A: COMMUNICATION

Parent/family communications with the school are two-way, ongoing, and meaningful.

Criteria and Clarifying Examples:

1. Methods

- How are a variety of communication tools used on a regular basis?
- How are opportunities provided for direct contact between the school and parents/family that take into consideration a variety of parent needs (parents' schedules, transportation, translations and child care)?
- How does the school share the board-approved district and school parent involvement plans with parents and families?

2. Diversity

- How does the communication system address issues of family diversity, including language, culture, economic status, and belief systems?

BENCHMARK B: ENGAGEMENT

There is a systematic approach that encompasses a variety of activities/actions that engage parents/families as partners in helping students and schools succeed.

Criteria and Clarifying Examples:

1. Volunteering

- In what ways are those who are able to volunteer provided various opportunities to do so?
- Is there a system in place to identify and utilize parents' interests, talents, and availability?

2. Extended Learning Opportunities

- How does the school create opportunities for parents/families to learn about, and become involved in, curricular and instructional activities in school?
- How is information provided about how parents/families can foster learning at home by giving appropriate assistance, monitoring homework, and giving feed back to teachers?

3. Decision-Making

- How does the school engage parents/families in school improvement planning and policy-making?

Strand Navigation:

- LEADERSHIP
- TEACHING & LEARNING
- PERSONNEL & PROFESSIONAL DEVELOPMENT

➤ SCHOOL & COMMUNITY RELATIONS

- DATA & KNOWLEDGE MANAGEMENT

STRAND IV: SCHOOL & COMMUNITY RELATIONS

FRAMEWORK

STRAND IV: SCHOOL & COMMUNITY RELATIONS

STANDARD 2: COMMUNITY INVOLVEMENT

BENCHMARK A: COMMUNICATION

BENCHMARK B: ENGAGEMENT

STANDARD 2: COMMUNITY INVOLVEMENT

The community-at-large is both supportive of and involved in student learning and other school activities.

BENCHMARK A: COMMUNICATION

Communications within the community are welcoming, visible, purposeful, and take into account diverse populations.

Criteria and Clarifying Examples:

1. Methods

- How are a variety of communication tools used on a regular basis?

2. Diversity

- How does the communication system address issues of community diversity, including: language, culture, economic status, and belief systems?

BENCHMARK B: ENGAGEMENT

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

Criteria and Clarifying Examples:

1. Businesses

- In what ways does the partnership extend the learning opportunities for students and relate expectations of the workplace?
- In what ways does the school partner with businesses to obtain additional resources to support programs?

2. Educational

- In what ways does the school partner with educational institutions and other organizations that offer educational programs, to supplement and extend learning opportunities for students?

3. Community-based

- In what ways does the school partner with community agencies to coordinate social services for students and families?

4. Methods

- How is community input utilized in planning?
- How are community resources used to enhance educational opportunities?
- How are school resources used to support community programs?

Strand Navigation:

- LEADERSHIP
- TEACHING & LEARNING
- PERSONNEL & PROFESSIONAL DEVELOPMENT

➤ SCHOOL & COMMUNITY RELATIONS

- DATA & KNOWLEDGE MANAGEMENT

STRAND V: DATA & KNOWLEDGE MANAGEMENT

FRAMEWORK

STRAND V:
DATA KNOWLEDGE
MANAGEMENT

STANDARD 1:
DATA MANAGEMENT

BENCHMARK A:
DATA IDENTIFICATION
& COLLECTION

BENCHMARK B:
ANALYSIS

BENCHMARK C:
ACCESSIBILITY BENCHMARK

Strand Navigation:

- LEADERSHIP
- TEACHING & LEARNING
- PERSONNEL & PROFESSIONAL DEVELOPMENT
- SCHOOL & COMMUNITY RELATIONS

➤ DATA & KNOWLEDGE MANAGEMENT

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures, and systems for the collection, storage, analysis, and retrieval of its data and knowledge resources. Data can be defined as information about inputs, processes, and outcomes.

BENCHMARK A: DATA IDENTIFICATION AND COLLECTION

The school has a process for the identification and collection of student and school information.

Criteria and Clarifying Examples:

1. Systematic

- How does the school use data to identify strengths and challenges?
- How does the school use data to develop strategies to maintain strengths and address challenges?
- How does the school collect data that shows who is (is not) learning and why?
- How does the school use data to determine the effectiveness of strategies?
- How does the school collect the appropriate data for identified groups and use it in the planning process? (See I.3.A.5 and I.3.B.2)

2. Multiple Types

- How are multiple types of data collected (student achievement, demographics, perception, context/process...)?

3. Multiple Sources

- How is each type of data collected from multiple sources?
- How are multiple years of data available from any given source?

4. Technical Quality

- In what ways is the data reliable, valid, and timely?

BENCHMARK B: ANALYSIS

The school connects and compares multiple types and sources of data.

Criteria and Clarifying Examples:

1. Supports Analysis

- How is the data collected, summarized, and put into a form that can be analyzed?
- How is the data analyzed?
- How are multiple years of data aggregated, disaggregated and compared?

2. Supports Comparison

- How are multiple types and sources of data combined and/or compared in analyses?

BENCHMARK C: ACCESSIBILITY

The proper information and data is readily accessible to staff.

Criteria and Clarifying Examples:

1. Retrievable

- In what ways do users, such as teachers, students, administrators, parents and community members, have access to the data they need when they need it?

2. Security

- How is data secured (if appropriate) so that it is available only to authorized users?

STRAND V: DATA & KNOWLEDGE MANAGEMENT

FRAMEWORK

STRAND V:
DATA KNOWLEDGE
MANAGEMENT

STANDARD 2:
KNOWLEDGE MANAGEMENT

BENCHMARK A:
REPORTING

BENCHMARK B:
INTERPRETATION
& APPLICATION

STANDARD 2: KNOWLEDGE MANAGEMENT

The school engages in the collaborative use of data to support planning and improve the school's performance.

BENCHMARK A: REPORTING

Data is reported in a user-friendly, timely, and appropriate manner.

Criteria and Clarifying Examples:

1. User-friendly

- How is data reported in a user-friendly and easy-to-understand manner?

2. Appropriate

- How is the correct data reported for the intended purposes/audiences?

BENCHMARK B: INTERPRETATION & APPLICATION

Data is discussed in context to determine its meaning to inform, monitor, and adjust teaching and learning.

Criteria and Clarifying Examples:

1. Dialogue about Meaning

- How do staff discuss the data they have, what it means, and what action it implies?
- Is there a process in place to interpret/explain data that involves multiple members of the school community?
- How have various interpretations and explanations been considered?

2. Use

- How is information used to make decisions and determine actions at the school, classroom, and student levels?
- How is information used to monitor and evaluate the effectiveness of decisions and actions?

Strand Navigation:

- LEADERSHIP
- TEACHING & LEARNING
- PERSONNEL & PROFESSIONAL DEVELOPMENT
- SCHOOL & COMMUNITY RELATIONS

➤ **DATA & KNOWLEDGE
MANAGEMENT**



For more information visit:
Michigan Department of Education
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